CHAPTER II

LITERATURE REVIEW

This chapter present the literature review about perception, MMORPG video games, vocabulary, and learning media

2.1 Definition of Perception

According to Walgito, perception is the act of a person thinking about a certain phenomenon (2003:87). Perception is a process that results from giving particular information a purpose through analysis so, the person can deliver their thoughts based on the information that they get to express their thoughts about some phenomenon, perspective itself tends to be more subjective and variative. According to Koenjaningrat (2010:42), perception is the realization of human brain activity and manifests as a perspective on phenomena. After defining the term "perception," it can be inferred that perception is the act of a human thinking about a particular phenomenon after receiving a sensory impression from their environment.

2.2 MMORPG Video Games

As a tool to interact and enhance education, language learning using computer games has been discussed. Since games may be a teaching tool that improves a student's capacity for planning, critical thought, and problem-solving, there have been many attempts to link games to academic curriculum. Williamson (2009) characterizes games as a "persuasive medium" that can affect players' behavior and ideas since it is a "constructionist" tool for learning.

MMORPGs have the ability to allow player to interaction toward a purposeful objective, and this feature can build contextual information that would enhance language instruction and language learning through practice and the necessity to employ repetitious skills for communication. This type of video games can be used as one of supporting online media for student's in gaining more vocabulary skills through playing the game, in MMORPG games there are "classes" that divided into 4 classes. Those classes are: Tank, mage, warrior, assassins each player can choose one of the classes based on their play style and can developed the character depends on how players played the game, more often they complete the quest then more develop their character.

2.2.1 Procedure to use MMORPG Video Games

According to (Achterbosch, Pierce, & Simmons, 2008) persistent and consistent three-dimensional, network-based, interactive narrative setting is what's known as a massively multiplayer online role-playing game, for example BLACK DESERT it is a MMORPG based video game that become popular among gamers lately. MMORPG gameplay usually designed to making a collaboration between players to create a significant progress to get stronger, it is the effective way to play MMORPG game than play it solo (individual) because the progress will be slower (Suznjevic, 2013).

According to Suznjevic et. al (2011) there are four main types of activities such as raiding (Player vs. Monster), questing, trading, and dueling (player vs players).

- *Raiding (Player vs. Monster)*

The most popular action used by all players to advance their characters is raiding. Usually by defeating monster's player will reward some items that can help the players to improve their character status, and experience points for increase the level of the character.

- *Questing*

Questing entails completing additional tasks in exchange for rewards. The rewards usually items, in game money, skill points and experience points. Simple Quest may typically be completed by one person, however more difficult quests call for groups of people with varying levels of expertise to complete. The opportunity for language learning includes the exposure to authentic language model via interaction with the game and interaction between players when they propose to get together and discuss the strategy to complete the particular quest.
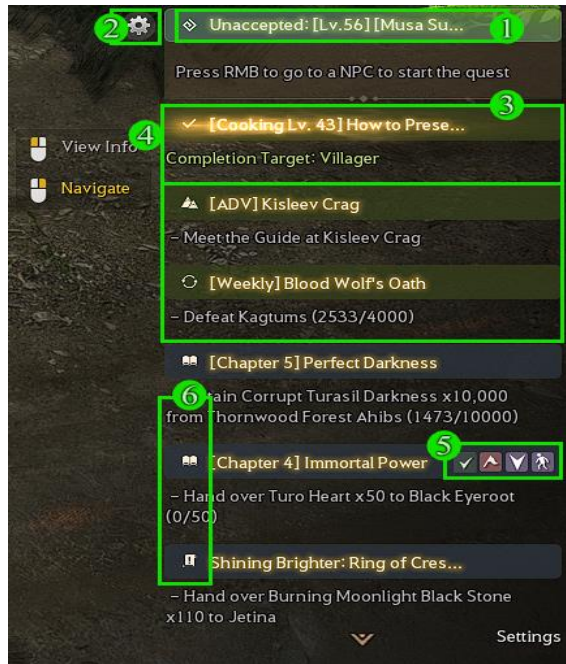
- *Trading*

Players can exchange items with each other or with in-game merchants. You might exchange a certain item for another one using real money or another thing. In several MMORPGs, players can post announcements for buying and selling in a special chat channel. The possibility for language learning in interaction arises when participants bargain over the cost of the good, they are purchasing or selling.

- *Dueling (Player vs. Players)*

Two players engage in a fight known as dueling to test their mettle and abilities. Usually when do dueling there are rank system, higher the rank is more valuable reward for the player is. And for the 1st rank of the dueling, the players name will be displayed on hall of fame and get some exclusive items that only high rank can obtain.

2.2.2 Advantages and Disadvantages of MMORPG Video Game

In MMORPGs, English is the only language that may be used for communication, and as most of the servers are used by players from around the world, English is also the language of choice. The use of any language other than English in main chat is prohibited on some servers. The architecture and gameplay of MMORPGs may also offer learners realistic contexts in which to practice using the English language in conversation and make them aware of the urgency with which they must do so. Learners also can learn the vocabulary that appear on the storyline, or in the in-game chat server the learner can learn 2 basic skills of English language (speaking and vocabulary) by playing MMORPG.

The benefits of using MMORPGs in the English classroom mostly come from the fact that these games are enjoyable, engaging, and full with linguistic content (Zheng et al., 2012). This probability provides the learners an opportunity to actually engage in the linguistically rich and cognitively demanding MMORPG environments (Sylvén & Sundqvist, 2012). MMORPGs, with their uniquely created environments, characteristics, and features, boost language learners' motivation and confidence, reduce their anxiety, and produce a low-stress environment that is conducive to language use (Gee, 2003; Reinders & Watana, 2015).

The disadvantages of using MMORPG According to Eskelinen (2012), playing games in a classroom is inappropriate for students who are uninterested in it and could cause a lot of noise (Talak-Kyrik, 2010). Once they become too addicted to playing video games, players may find it difficult to focus on their own work. In certain cases, the implementation of video games in ELT creates an

environment where learning is not truly taking place because the games actually decrease students' ability to focus. more specifically, rather than focusing on their academic progress, students frequently focus more on their gaming progress (Reinders, 2009).

2.3 Vocabulary in English

Many people have utilized English to assist their life goals because it has emerged as a universal language for communication on a global scale. Wallace (2007) noted that vocabulary is a critical component of learning English. Alqahtani (2015) also said "Languages are constructed on words, so learning vocabulary is a necessary part of being proficient in a language.". Vocabulary is important aspects for students who wants to learn a new language because, with vocabulary students can construct a sentence for speaking the more vocabulary that is understood by students the better sentences will be arranged, by developing their vocabulary students can communicating the message without any miscommunication. For additions, the number of words students have memorized is another way to assess their level of ability in the English language. To encourage students and increase their enthusiasm in studying English vocabulary, teachers must give them a media it can be electronic or literature.

2.4 Learning Media

Learning media in big picture means a material or tools in learning systems that can help students to easily understand the materials that delivered by the teacher. Media, on the other hand, is described by Oemar Hamalik (1989) as a tool that is utilized to improve communication between teachers and students when they are in the classroom. Furthermore, according to Raiser and Gagne's (1983)

definition, "learning media are a physical mechanism by which an instructional message is delivered." According to the summary, learning media can be defined as anything that is employed as a conduit for communication during educational activities (this could be a tool, resource, or circumstance). Learning media is immensely helpful in the teaching and learning processes since it will stimulate the learner's ideas, feelings, attention, and skills, which will enhance their motivation to learn.

These media were categorized by Oemar Hamalik (1986), Djamarah (2002), and Sadiman et al (1986) into three categories: audio media, visual media, and audio-visual media.

a. Audio media, namely media that only transmits information audibly, like a tape recorder.

b. Visual material, such as flashcards, illustrations, posters, and maps, which contain images.

c. Audio-visual media, or content with both sound and image components.

2.4.1 Types of Learning Media

Every learning model has unique characteristics. These characteristics can be recognized by the media's capacity to produce sensory stimulation for sight, hearing, touch, taste, and smell. There are three different kinds of media, including audio, visual, and visual.

- Visual Media

    Visual media is a category of media that uses signs and symbols form verbal communication to convey messages. These symbols indicate that they must be comprehended in order for the information to be delivered effectively and

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efficiently. Additionally, this media helps to draw learners' attention, clarify how a lesson is presented, and demonstrate or embellish facts that would be forgotten if they are not visually represented.

- Audio Media

The sense of hearing is related to audio media. When using audio media, the message is delivered using audio symbols that can be both verbal and non-verbal (Sadiman, dkk. 2002: 49). In the context of education, audio media is defined as learning content that may be delivered verbal information and can stimulate students' emotions, thoughts, and abilities in order to facilitate learning (Riyana, 2012: 133). Based on the evolution of learning, audio media is seen as an accessible teaching resource that is enjoyable and simple for both teachers and students to prepare and use.

- Audio Visual Media

According to Anderson (1994:99), audio visual media is a collection of electronic images and auditory sound elements embedded in a video tape. A video cassette recorder or video player is then used to spin the collection of digital images. Combining auditory and visual media, or hearing media, is what is meant by audio-visual media. The inadequacies of audio media or from visual media can be overcome by audio-visual media due to its more complete properties. When audio-visual media is given motion characteristics, its possibilities and functions will grow. It can transmit information that are more detailed and authentic.

2.4.2 The Importance of Learning Media

Through the utilization of certain tools, learning media serve as an intermediate in delivering topic material to students so they may comprehend it quickly and obtain knowledge from their teachers. Teachers need to be innovative and creative in order to create learning media. Students' enthusiasm for learning will be encouraged by new and creative teaching tools, The students must be educated in accordance with their era, and the instructor should be prepared for a new movement.